

The Oswaldtwistle School



Whole School Literacy Policy March 2022

To be reviewed March 2023

The Oswaldtwistle School

Literacy Policy

Literacy is a huge barrier to learning for a majority of our young people, largely as a result of the difficulties they have encountered in their learning journeys to date. In response all members of staff work extremely hard to promote reading, writing, speaking and listening across the school, fully recognising the importance of these skills for the long-term achievement and success of our students.

On entry each student takes a series of baseline assessments linked to WRAT 5 and the Star Reading Programme. This in turn provides us with a number of useful reports that help us to identify and appropriately support individual students, especially those who require reading intervention. Further assessments during the course of the academic year allow us to monitor student progress in this area and evaluate the success of our literacy strategies and intervention programme.

Aims

- To foster a shared understanding of the importance of language and literacy in the learning process, and in the longer-term development of our young people.
- To improve students' standards of achievement in English and across the curriculum.
- To develop students' confidence and ability to express themselves and communicate effectively with others.
- To create a whole school literacy ethos that sees staff and students positively engaging with an extensive range of literacy activities that permeate school life. (Appendix 1 lists the overarching activities we use as a whole school to promote a positive literacy ethos.)

Promoting Literacy at OSSS

Literacy across the school is co-ordinated by the English Team and overseen by the Assistant headteacher responsible for the Quality of Education within school. They in turn work very closely with the SENCO and wider staff team to secure the literacy vision. Literacy is recognised as being the collective responsibility of all staff and everyone works hard to deliver the varied activities that are in place to help secure our vision.

Responsibilities

- The English team will drive and co-ordinate the implementation of all literacy developments and strategies. They will regularly review the impact of their strategies by closely monitoring student progress and liaising with staff and students. In turn strategies will be amended accordingly.
- SLT will lead and give a high profile to the school's vision for literacy.
- Teachers across the curriculum will take every opportunity to provide students with the knowledge, skills and understanding they need to read, write, speak and listen effectively.
- All staff will support the literacy ethos by promoting the strategies that are in place to encourage all students to develop and strengthen their literacy skills.
- Students will be encouraged to take increasing responsibility for recognising their own literacy needs and identifying what they need to do to improve.

Promoting Speaking and Listening

- The importance of speaking and listening should be promoted by all staff in line with the school's Speaking and Listening rules which are on display in all classrooms.
- All staff should lead by example, ensuring 'Standard English' is used at all times and in return they should expect this from the students.



- Staff should challenge students when slang or inappropriate colloquialisms are used and in turn encourage the correct use of English in the classroom by encouraging students to correct their own speech when errors are drawn to their attention.
- Opportunities should be created for talk in a range of contexts and forms: whole class discussion, small group discussion, paired discussion, individual contribution, role play etc.
- Tutors should ensure that all members of their form take an active part in Friday registration's 'Newsround' activity, ensuring that they contribute to class discussions in line with the Oracy expectations.
- 6 'No Pen Days' are carried out each year in an attempt to promote speaking and listening skills through the delivery of alternative activities within all subject areas.

Promoting Writing

- Staff should model high standards of presentation at all times and all work should be presented with date and title/Learning Objective which should be underlined.
- Students should be encouraged to write in extended form and to use a variety of Literacy mats during their lessons. The literacy mats include: connectives, persuasive features, punctuation and sentence structures.
- Writing mats covering: articles, leaflets, posters, formal and informal letters, reviews and speeches will also be provided to all staff and will be required to focus upon one particular area of writing during each of the 6 half terms.
- There is a whole school Literacy focus every half term which requires every subject teacher to devote time to embedding that particular focus, into their lessons. Support mats and templates are available for staff and students during this activity.
- Staff should model all pieces of writing and never assume that the student will know what to do. They should scaffold learning when necessary, using writing frames etc. to aid extended writing.
- Teachers and teaching assistants should insist on the use of full sentences when completing writing tasks.
- Teachers and teaching assistants should promote good use of punctuation, spelling and grammar in any written task.
- In the classroom opportunities should be created for peer literacy marking, using the literacy marking key. Focus on one or two aspects per opportunity e.g., capital letters, grammar, spelling and punctuation and handwriting should be appropriately supported in all subjects and the literacy marking policy is used to support students in the development of these skills.
- Tutors should encourage students to fully participate in the weekly English quizzes that take place covering a range of subjects i.e., English, Literacy, Science, Maths, Personal Development and Critical thinking and reasoning.
- The use of dictionaries and thesauruses are actively encouraged in all lessons in an attempt to support students to extend their vocabulary and correctly spell an increasing number of words.
- Regular book scrutiny will take place, in which the English department will identify a specific area that a member of staff may need support with. The English department will then provide personalised and targeted support in the form of resources or ideas. The member of staff will then apply and embed these into their lessons.

Promoting Reading

- Staff should provide opportunities for reading as a class, in groups and individually and encourage reading aloud if appropriate to the task.
- In lessons all needs should be met through a range of varied and appropriately differentiated reading resources.



- Reading and research tasks should be used in class and students should be encouraged to read books/newspaper articles on line etc.
- All staff should promote skimming and scanning skills in lessons.
- Teachers should promote the enjoyment of reading and share their reading 'joys' and experiences with their students.
- Group reading time takes place during every form time session, when the group select a book and read aloud in the classroom, in turn.
- Classroom teachers work hard to expand the vocabulary range of their students' by ensuring that they learn to pronounce, understand and use a maximum of 12 key words for each taught topic. In addition, they should be explicit about the key words they would expect to find in any given piece of writing and use frequent retrieval quizzes to embed these words to the long-term memory of their students.
- During registration time vocabulary skills are developed by encouraging students to take part in the English quizzes. These quizzes are cross curricula and cover subjects such as Maths, Science, Curriculum for Life and English. The quizzes allow students to form meaningful discussions about subject specific questions.
- The use of dictionaries is encouraged in all lessons in an attempt to increase the vocabulary of our students along with their understanding of the language and in turn the fluency of their reading.
- Regular book scrutiny will take place, in which the English department will identify a specific area that a member of staff may need support with. The English department will then provide personalised and targeted support in the form of resources or ideas. The member of staff will then apply and embed these into their lessons.

Marking for Literacy

- The literacy marking policy should be used by all staff when assessing students' work.
- The literacy marking key/posters should be on display in all classrooms.
- Staff should encourage self/peer marking of literacy with students marking their own or a partner's work with purple pen.
- Opportunities to praise the effective and accurate use of literacy skills should be seized.
- Mistakes should be identified with the appropriate symbols in the margin. If no margin is available, symbols can be placed next to the error.
- **NB** It is not policy to indicate every single mistake in students' work especially when marking the work of students who have low levels of literacy in all areas of spelling, punctuation and grammar.
- Staff should ensure that appropriate literacy targets are recorded on all Progress Markers and subsequently recognise attempts made by students to achieve these targets.

Appendix 1: Whole school literacy activities.

1. No Pen Days - Wednesday 29th September 2021, Monday 6th December 2021, Tuesday 1st February 2022, Wednesday 16th March 2022, Monday 25th April 2022, Wednesday 29th June 2022
2. English Quizzes - Wednesday registration time.
3. Bedrock Learning during English lessons.
4. Group reading and Bedrock learning during form times.
5. Half termly 'Literacy Focus'. There is to be a different focus for each half term: articles, leaflets, posters, formal and informal letters, reviews and speeches. Templates will also be provided to all staff and will be required to focus upon on particular area of writing during each of the 6 half terms. All teachers are expected to participate in this with all of their groups and embed this in lessons. Templates to be provided for each focus area.

6. Literacy mats, namely connectives, punctuation, opening words/phrases and paragraphs available for all classrooms to support writing across the curriculum.
 - a. Other ideas that we hope to trial this year include; guest speakers, library visits, a reading challenge, debates, drama and an English drop-down day that will include activities such as, learning a different language, role plays and designing a personal bookmark.
7. Subject specific vocabulary banks for each taught topic.
8. Whole school Literacy Marking Policy.

Policy produced by Mrs Aashiya Mohammed (Head of English with additional responsibilities in Literacy)

Produced on 07.03.2022

To be reviewed on March 2023

